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OAK GLEN, A TRAINING CAMP FOR UNEMPLOYED YOUTH.

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A TRAINING CAMP FOR UNEMPLOYED YOUTH NEAR RIVERSIDE, CALIFORNIA IS DESCRIBED IN THIS SUMMARY OF A DETAILED REPORT, "AN EVALUATION OF THE CONCEPT OF TRAINEE CAMPS FOR UNEMPLOYED YOUTH," PREPARED BY THE STANFORD RESEARCH INSTITUTE (SRI). YOUTH BETWEEN 16 AND 21 YEARS OF AGE, NOT IN SCHOOL, AND WITH LITTLE CHANCE OF EMPLOYMENT BECAUSE OF LACK OF SKILLS, KNOWLEDGE, OR ABILITIES PARTICIPATED IN THE PROGRAM. THE OBJECTIVES OF THE SRI STUDY WERE TO DETERMINE (1) THE PROPORTION OF TRAINEES WHO FOUND EMPLOYMENT OR ENROLLED IN FURTHER TRAINING, (2) THE EXTENT TO WHICH TRAINEES WHO ENTERED THE PROGRAM BUT TERMINATED BEFORE COMPLETING MAY HAVE BENEFITED FROM THEIR EXPERIENCE, (3) FACTORS IN THE CAMP EXPERIENCES WHICH BENEFITED THE TRAINEES, AND (4) THE CHARACTERISTICS OF THE TRAINEES. DATA, CHIEFLY FROM CAMP FILES, WERE OBTAINED ON 77 CURRENT TRAINEES, 113 GRADUATES, 207 TRAINEES WHO TERMINATED PRIOR TO THE COMPLETION OF THE PROGRAM, AND 82 WHO WERE ACCEPTED BUT DID NOT ATTEND. THE RATE OF TERMINATION OF TRAINEES BEFORE GRADUATION WAS 60 PERCENT. ALMOST 70 PERCENT OF THE GRADUATES WERE EMPLOYED, COMPARED WITH APPROXIMATELY 55 PERCENT OF THE TERMINEES. FACTORS WHICH SEEMED TO BENEFIT TRAINEES WERE (1) RECEIVING PRAISE, REWARDS, AND INDIVIDUAL ATTENTION, (2) IMPROVING PHYSICAL CONDITION THROUGH TRAINING AND DIET, (3) INCREASING READING AND MATH PROFICIENCY, AND (4) IN SOME CASES, LEARNING TO WORK UNDER DISCIPLINE AND REGIMENTATION. AN ANNOTATED BIBLIOGRAPHY IS PROVIDED. COPIES OF THIS DOCUMENT ARE AVAILABLE FROM MANPOWER ADMINISTRATION, OFFICE OF MANPOWER, POLICY, EVALUATION, AND RESEARCH, U.S. DEPARTMENT OF LABOR, 14TH STREET AND CONSTITUTION AVENUE, N.W., WASHINGTON, D.C. 20210. (PS)

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OAK GLEN - A Training Camp for Unemployed Youth

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OAK GLEN—

A TRAINING CAMP FOR UNEMPLOYED YOUTH

PREFACE

The following monograph describes and evaluates a training camp for unemployed youth near Riverside, California. In view of the expanding interest in such work camps, the report is particularly timely. To the extent that the youth population and operations at the camp under study are similar to those in other rural work centers, this study's findings may offer useful guidance.

The monograph relies heavily on excerpts from a detailed report prepared by the Stanford Research Institute for the Office of Manpower Policy, Evaluation and Research in the Department of Labor's Manpower Administration. Gertrude D. Peterson of SRI prepared the original report, entitled "An Evaluation of the Concept of Trainee Camps for Unemployed Youth." The findings presented in the monograph are those of the SRI research team and do not necessarily reflect the views of the Department of Labor.

The monograph was prepared by Jane R. Chapman of the Department of Labor's Office of Manpower Policy, Evaluation, and Research under the direction of William Paschell. In excerpting and adapting the full report, some material has been condensed and all tables have been omitted. The full report is available at the libraries and field locations listed at the end of the monograph, as are the reports from other manpower and automation research projects conducted under contract for the Department.

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INTRODUCTION

This pilot study focused on a training camp for unemployed youth, the Oak Glen Youth Camp near Riverside, Calif., set up and run by the State of California.1/ The original report was prepared by Stanford Research Institute under a contract with the Department of Labor, and the researchers involved were encouraged to express freely their professional judgment. Therefore, points of view or opinions expressed in the original report and in the present monograph, which is a condensation of that report, do not necessarily represent the Department's official position.

The post-camp experience of the Oak Glen trainees was traced during the study, to determine their degree of movement into employment. An attempt was made to identify factors in camp experience which apparently benefit trainees, and the characteristics of youth who are likely to benefit from such camp programs were examined. Research procedures and techniques for further evaluation and followup were also suggested.

The Oak Glen Camp prepared young men 16 to 21 years old for jobs as forestry trainees and in occupations related to camp operations, such as cooks and laundry workers. A voluntary educational program, including courses in reading and arithmetic, was also available to the youth. The enrollment period was usually for 6 months, although this was at times extended to 1 year. Prospective trainees met the following criteria: not in school; unemployed with litte prospect for employment because of lack of skills and knowledge; and without conviction for felony.

The Stanford Research Institute survey covered data on 479 young men from the time the camp opened in November 1963 to the end of February 1965. Of these young men, 77 were still trainees at the time of the study; 113 were graduated; 207 were "terminees," that is, young men who had left for some reason before completion of the course; and 82 were "no shows" who, though accepted for enrollment, did not go to the camp.

To keep in perspective the challenge faced by this camp program, a "profile" of the typical trainee should be kept in mind. The trainee had no employment experience, nor did he know how to look for a job. His life had been a succession of failures punctuated by few, if any, successes. He had an IQ below average, was a low achiever in reading and arithmetic, and did not know how to use the most elementary of tools. He came from an economically disadvantaged, and very often from a broken, home.

1/ Support of the Oak Glen Camp was transferred from the State of California to the Office of Economic Opportunity (OEO) in the summer of 1965.

The researchers stressed that the study findings, at best, are only tentative and that it would take several years of intensive followup to obtain conclusive results. Nevertheless, the tentative findings hold promise that this type of program can help make some of the country's most disadvantaged youth productive members of our society.

Major Findings

The researchers found that graduates of Oak Glen were more "successful" (measured as gaining employment, returning to school, or entering military service) than trainees who did not complete the program (terminees). Almost 70 percent of the graduates were employed, compared with approximately 55 percent of the terminees. Even among the terminees, posttraining movement out of the unemployed, out-of-school category was greatest for those who remained in the program longest.

Level of education on entering Oak Glen turned out to be the only potential predictor of program completion and postprogram success. It was found that the more education a young man had had before enrollment, the more likely he was to complete the program and to become employed (or return to school or enter the military). Intelligence quotient and general aptitude (as indicated by the General Aptitude Test Battery), however, were not found to be significant predictors of success.

The rate of termination of trainees before graduation was approximately 60 percent but declined somewhat during the latter stages of camp operation.2/ Disinterest was cited most frequently by the terminees (46 percent) as the reason for leaving the camp. One out of every ten trainees reportedly left because of homesickness.

Physical condition was found to be a factor related to overall performance and attitude toward training. Of those rated in good physical condition, 54 percent graduated, compared with 31 percent of those rated average and 27 percent of those rated poor. Those who were in better physical condition also expressed more positive attitudes toward the camp program.

2/ The termination rate would be lower if it excluded those who left to take other jobs or to enter military service.

Ethnic backgrounds varied greatly among the trainees at Oak Glen: 76 percent were white, 12 percent Negro, 11 percent Mexican-American, and 1 percent were from other nonwhite groups. But this factor apparently had no significant bearing upon trainees' performance in camp or postprogram success.

The age of a trainee, however, was found to be related to his chances for successfully completing the program: 19-year-olds had the highest graduation rate while the youngest group of trainees, 16-year-olds, had the lowest rate. One out of three of the 16- and 17-year-olds, terminated within the first 2 weeks, as compared with 1 out of 5 of the 18- and 19-year-olds.

The dedication and understanding of the Oak Glen staff struck the study team as an outstanding feature of the camp operations. Camp personnel generally had prior experience in forestry camps, which trained juvenile delinquents and other disadvantaged youths. It was felt that the camp staff's practice of praising trainees' good performance and giving tangible rewards, such as certificates and trophies, produced highly beneficial effects, because the trainees were largely accustomed to failure in school and work experience.

The study's findings (presented in greater detail in the full report) suggest the following generalizations significant for evaluation of youth training camps:

(1) Many youngsters hampered severely in the job market because of disadvantaged background, inadequate skills, repeated history of failure, or other factors can be given a fresh start and improved employability through a program of residential camps serving as training and work-experience centers. What remains to be determined, through operation of a variety of camp programs and through more comprehensive and refined research, is what types of young people can best be aided through such residential programs and what program ingredients give the highest degrees of success with youngsters of diverse backgrounds.3/

3/ For further discussion of this problem, see American Child (Washington: National Committee on Employment of Youth, March 1965), Vol. 47, No. 2, particularly "Problems of Evaluation" by Melvin Herman, and "Pluralism in the Job Corps" by Lewis D. Eigen and David Gottlieb.

Although this pilot study of one camp provided several insights, the guidance it offers for shaping of further camp programs is still thin. So are the policy guides available from other information developed thus far in this field, as reflected in the annotated bibliography included in the study's full report. This situation underscores the need for well-planned procedures for gathering data and other research information in the early stages of a program, and for implementing this information with adequate followups of post-program experience.

(2) High termination rates are a likely problem in any voluntary camp program. Several causes and constructive remedial efforts were pointed to by this camp's experience.

"Disinterest"was cited as the reason for leaving camp by nearly half the terminees and "homesickness" by 10 percent. This seems to indicate that greater attention should be paid to motivating youth for such programs, to planning camp life so that it is made as interesting as possible, and to orienting the youthful enrollees to a fairly protracted stay away from home. The investigators felt that the incidence of homesickness as a reason for termination was understated, a belief shared by others involved in youth camps.4/

The first 2-week period was apparently critical in determining whether the trainee will stay on. Because of this, "holding techniques" must be instituted as early as possible. It also appears that more emphasis on preparatory sessions is needed before trainees depart for camp. The Office of Economic Opportunity (OEO) has experimented with a program in which potential Job Corps enrollees are screened and receive orientation for a few weeks at special receiving centers.

(3) Variation in performance by age within the teenage group may point to the need for modifications in program emphasis for the youngest trainees. With dropout rates highest for the 16-year-olds and declining steadily through age 19, it seems that the youngest trainees require particular and additional attention. It was probably more than coincidental that virtually all of the terminations reported for homesickness were among 16- and 17-year-olds.

4/ See interview with director of Camp Catoctin Center in Chicago Daily News, June 29, 1965. Camp Catoctin is a rural Job Corps center, in Catoctin, Maryland, established under the Office of Economic Opportunity.

(4) The positive relationship between a trainee's prior educational level and his ability to benefit from the camp program emphasized again the significance of education in determining receptivity to training.5/ This should signify not that educational level be instituted as a screening out criterion, but that more intensive remedial work in basic education should be provided for those trainees with limited educational attainment. Remedial reading and arithmetic appear to be vitally necessary for those below a certain level, in place of the Oak Glen policy of voluntary enrollment in such courses. (Most trainees at Oak Glen did choose to enroll in the academic courses, but under Office of Economic Opportunity auspices, enrollment will be compulsory.)

(5) The caliber and attitudes of camp personnel are pivotal elements in camp programs. The fact that many of the staff at Oak Glen had previous experience in working with youth in the State forestry program and had specifically sought assignment at the Oak Glen youth program appeared to be an important factor in the camp's success.

5/ The OMAT-sponsored survey of formal occupational training received by the American work force found the prevalence of training closely correlated with educational attainment: the proportion of workers who had taken formal training increased with each higher level of schooling. See Formal Occupational Training of Adult Workers (Washington: U.S. Department of Labor, Manpower Administration, Office of Manpower, Automation and Training, December 1964), Manpower/ Automation Research Monograph No. 2.)

SUMMARY AND CONCLUSIONS

During its 1963 session, the California legislature established a Youth Conservation and Training Program on a demonstration or pilot basis to assist selected young men to "develop the traits and attitudes necessary to become productive members of society." The program was intended to provide the training, experience, and personal traits which would enable them to find and hold employment. It was inaugurated November 1, 1963, with the opening of Oak Glen Youth Camp near Riverside, California. (A description of the camp's program is found in the appendix, beginning on p.51). The camp was directed toward those who were:

1. Between 16 and 21 years of age, inclusive.

2. Not in school.

3. Unemployed and with little chance of employment because of lack of skills, knowledge, or abilities.

4. Without felony conviction, not on probation, and preferably with no police record.

Stanford Research Institute conducted the recent study because little was known about the effectiveness of programs such as that at Oak Glen, or about factors related to the effectiveness of such programs. Since information in this field is needed as soon as possible, a two-phase approach was used. The first phase was used as a pilot study to gather, analyze, and present existing data within a short period of time. The results of the first phase are presented in this report.

Objectives

The basic objective of the study was to determine the extent to which the program was meeting its stated goals. Specifically, the research objectives were to determine:

1. What proportion of trainees found employment or enrolled in further training following the camp experience.

2. The extent to which trainees who entered the program but terminated before completing the program may have benefited from their experience--that is, found employment or enrolled in additional training or education programs.

3. What factors within the camp experience benefited trainees in moving toward the goals of employment, further training, or further education.

4. The characteristics of boys who are likely to benefit from such a program and the characteristics of those who are not.

In addition to evaluating the effectiveness of the camp, phase I of the study had two objectives relating to future research: (1) Research instruments were to be developed and arrangements made for their administration to each new group of trainees on a continuing basis; and (2) a recommended method of approach was to be developed for a second study, as suggested by experience during the first phase. Particular emphasis was to be placed on means for obtaining data on attitudes and change of attitudes resulting from participation in the camp program.

Method of Approach

As indicated above, the urgent need for information led to primary reliance on existing data. However, discussions with various persons connected with the program proved to be most helpful, particularly in planning for a second study. The various tasks undertaken during the study--most of which were concurrent--are listed and briefly described below.

1. Review of the literature.

2. Examination of existing data. By far the greatest effort in the study was spent in obtaining, processing, and analyzing existing data. Data concerning four groups of young men were obtained. These groups were:

a. 77 current trainees
b. 113 trainees who had graduated
c. 207 trainees who terminated prior to the end of their enrollment
d. 82 young men who were accepted into the program but did not go to the camp.

It had originally been hoped that a control group could be identified--that is, a group of young men who would be eligible for Oak Glen and would be like the trainees in every way except that they were not participating in the program. This did not prove to be possible.

The greatest single source of data was the camp files. All records concerning each young man appointed to the program were retained (including records for the California State Division of Forestry, the California State Department of Employment, and Riverside County Schools). Copies of most records were held even after the trainee left the program. (Early in the program, copies of records were not uniformly retained at the camp. This was especially true of the Department of Employment records, the originals of which were sent to the trainee's local employment office when he graduated or terminated.) The camp staff provided some additional data. Considerably more time was spent in obtaining the data from these two sources than had been anticipated.

3. Personal interviews. Unstructured interviews were held with a number of relevant personnel. Many were scheduled in advance, but others were informal and unplanned. The research team talked with personnel in the State Department of Employment, in the Riverside County Schools, and in the Division of Forestry in Sacramento, Riverside, and at the camp. The meetings were primarily intended to provide assistance in planning or developing instruments for a second phase of the study. The discussions proved to be most useful for this purpose, and, in addition, they provided detailed background on the various facets of the program.

Advisory Committees

Five California State departments were involved in the program, although the Division of Forestry was responsible for administration of the camp. An advisory committee was appointed at the outset of the project with representation from the Oak Glen Camp, the Riverside County School Department, and the following State departments:

Division of Forestry
Department of Employment
Department of Youth Authority
Department of Education
Department of Industrial Relations

The purpose of the committee was to offer suggestions and provide guidance. The committee as a whole met only once, at the beginning of the project. The project staff, however, kept in touch with individual members of the committee throughout the project.

Recommendations for Additional Research

Eight areas of inquiry were selected as ones in which additional information would be desirable. To obtain this information, the use of several existing tests and several questionnaires developed during the study is recommended. Emphasis in the following recommended research areas is on attitudinal data:

1. Trainees' concept of themselves
2. The values of trainees
3. Trainees' interests
4. Trainees' attitudes toward work
5. A general psychological inventory
6. Trainees' specific reactions to the Oak Glen program
7. Additional background information on trainees
8. Additional information on post-camp experiences of trainees

A control group (that is, a group of young men like the trainees in every way, except that they do not have the experience of the program) is recommended. Only when more is known about what would have happened if trainees had not gone to Oak Glen can the program be fully evaluated. Consideration should also be given to planning a long-term study, since it is believed that the full impact of the program will not be known for several years.

Conclusions

The following general conclusions were derived from the study:

1. Success of the Oak Glen program. Full evaluation of Oak Glen cannot be made at this point in time. However, there are numerous indications that the original program has been "successful" to some degree. Most importantly, graduates were more likely to become employed or return to school than were those who terminated prior to completing their enrollment period. One requirement for eligibility for the program was that the individual apparently have little or no chance of becoming employed. If this employment situation in fact existed among the trainees, then the high proportion of trainees who became employed after leaving the camp would indicate that the program was indeed successful. Certainly impressive was the high proportion of trainees who made use of the educational opportunities offered by the camp. Perhaps most impressive of all was the average gain made in reading achievement. In general, the trainees studied had never done well in school, and yet among graduates from the program the average gain in reading achievement was at least twice that which would be expected from an average student in a regular school.

2. Need for specific goals. The goals of the program have been very general--"to develop /in the trainees/ the traits and attitudes necessary to become productive members of society." But, ultimately, a program like that at Oak Glen can be evaluated only in terms of specific goals. Ideally, the effect of the program on the lives of individual human beings should be evaluated, as well as the aggregate effect of the program on the unemployment problem. Two very specific measures of trainee success deserve comment. The termination rates appeared to be excessive, but it may be unreasonable to expect a lower rate among individuals who had previously failed in almost everything. The goals of the program must also account for the fact that even with the impressive gains in reading achievement, many of the trainees were still reading at a fairly low level.

3. Need for more adequate followup information. A crucial fact with respect to any trainee who entered the program, regardless of the length of time he elected to remain, is what happened to him after he left the program. Information concerning what happened to trainees on leaving the program was in many ways inadequate. This comment is not a criticism of the California Department of Employment, because the Department was responsible for only the initial followup procedure (which took place shortly after the trainees left camp) and was funded only for this procedure. Recommendations are given in chapter III regarding means of obtaining followup information.

4. Future research. One of the objectives of the present research was to develop recommendations for future research. However, the full impact of the need for additional research was not felt until the study was under way. There is no question that some additional avenues of inquiry should be explored. This is especially true since a large number of similar programs are being initiated under Federal sponsorship, and the information from Oak Glen could be of value to those programs.

DETAILED FINDINGS

Methodology

Stanford Research Institute personnel were informed by the camp staff that in a number of ways the program had changed since its beginning. Therefore trainees were coded and grouped according to the date they had entered the program, and these groups were tabulated by almost all other variables.

Tables for which the P value was over .05 were generally not discussed in the full report; however, such tables were included in the appendix of that report for reference.

The chi square test was used by the research team as a screening device to determine which tables should be discussed. For this purpose, the Oak Glen population was viewed as a universe. The test to be made was whether the classification of the data along one dimension--for example, date of entry to Oak Glen--could be viewed as randomly allocating the universe to the classes defined by that dimension. It was felt then that the chi square method provided an appropriate test, if the usual frequency conditions were satisfied, as they were in this application.

Termination Rate

It had been thought initially that the trainee termination rate decreased over time. While the rate dropped slightly (from 66 percent of those entering in November 1963 to 58 percent of those entering in June and July 1964), the differences were not significant. It may be that the rate has dropped since July 1964. The rates cannot be shown for later entry dates (for which trainees were grouped in two categories: August-November 1964 and January-February 1965) because the 6-month enrollment period had not expired before the completion of the study.

The camp staff felt that the first 2 weeks was a critical period--that if they could keep a trainee for that length of time

there was a good chance that he would stay the full 6 months. Without doubt, the first 2 weeks are critical. Twenty-two percent of the trainees studied terminated during that period (among all trainees entering between November 1963 and July 1964). A substantial proportion of trainees also terminated at other stages in the program, however.

Reason for Termination

Reason for termination was a difficult factor to study, because the trainees may have hesitated to reveal to the staff their reasons for leaving the camp. It was necessary to rely on file material which gave an opinion of a staff member as to the reason for a termination. The accuracy of these figures, therefore, could have been affected not only by the trainees' reluctance to reveal reasons for leaving the camp but also by the staff's interpretation of the trainees' explanations for leaving. The types of reasons used for the present study were the same as those used by the camp for reporting purposes. An exception was that homesickness was computed separately wherever possible. The most frequent reason given for dropping out was a very general one--disinterested, unwilling to participate. This accounted for 46 percent of the terminations. It was felt that not all cases of homesickness were identified, although 10 percent of the terminations were ascribed to this problem. The terminations were not due primarily to trainees moving to other types of employment, because only 9 percent gave this as a reason. Two percent intended to enter the military. Dismissals accounted for 13 percent of the terminations. Eleven percent of the terminations were attributed to trainee immaturity.

The reasons for eligible applicants not showing up at Oak Glen after acceptance into the program did not appear to change over time in any consistent way. In 44 percent of the cases, the reasons were unknown or the candidate could not be reached. Among the "no-shows," quite a few were lost to other employment or to school: 17 percent joined the armed services; 17 percent accepted other employment; and 10 percent returned to school. Seven percent of the applicants changed their minds about joining the program, and 4 percent had family problems.

Proportion of Trainees Graduating

As would be expected, the graduates of the program were more likely to become employed, enter the military, or return to school than were the terminees. With regard to employment, the tendency was that the longer a trainee stayed in camp, the more likely he was to become employed, after leaving. In total, 37 percent of the terminees and 42 percent of the graduates were employed at the time of the study. Subtracting those for whom there was no information, 52 percent of the terminees and 69 percent of the graduates were employed. Additional proportions, of course, were in school or the military. The caution is raised here, though, that the data on current status was not as good as was desired.

Those who signed up for academic classes at Oak Glen were much more likely to graduate than were those who did not sign up. The data may again be misleading, because those who terminated before the education program started were included in the category of those not signing up.

Variations by Age

Age distribution of trainees varied over time, but no consistent trends were apparent. During the first half of the program (November 1963 to May 1964) there was a larger proportion of trainees 18 years and older (61 percent), while in the last half of the program the distribution was almost evenly divided between those under 18 years and those 18 and over. Overall, the age distribution has been skewed toward the younger ages. Among all trainees entering the program between November 1963 and February 1965, 19 percent were 16 years old; 24 percent were 17; 22 percent were 18; 19 percent were 19; and 15 percent were 20 or 21.

As had been expected, there were some differences in the proportion that graduated, when tabulated by age. It was clear that 16-year-olds were least likely to graduate and 19-year-olds were most likely to graduate.

There were some major differences in the mathematics achievement level by age. The younger trainees had a higher achievement level in general than did the older trainees. For example,

41 percent of those who were 16 years old were at the sixth grade level or higher, compared with 24 percent of those 20 or 21. None of the 16-year-olds was lower than the fourth grade level, but 16 percent of those 18 or 19, and 6 percent of those 20 or 21 were below that level. Such differences did not occur with respect to reading achievement, however.

Trainees who were 16 or 17 years old on entering the program were not rated by the camp staff as having an improved attitude as often as were older trainees. The proportions were as follows: 16 years, 33 percent; 17, 37 percent; 18, 47 percent; 19, 58 percent; and 20-21, 47 percent.

Educational Level

There were some differences in the educational level of trainees over time, but no particular trends were evident. Among all trainees, 11 percent completed less than the 9th grade; 27 percent completed the 9th grade; 21 percent completed the 10th grade; 13 percent, the 11th or 12th grades (but were not graduates); and 21 percent were high school graduates (the educational attainment of 7 percent was unknown).

Whether trainees graduated or terminated varied sharply by education. The more education a trainee had before coming into the program, the greater the likelihood of his graduating. There was a steady progression from 24 percent graduating among trainees who had not completed the ninth grade to 58 percent of those with a high school diploma. There were also differences in current employment status by education. Again, high school graduates were more likely to be working (whether they graduated or terminated), and those who had not completed the ninth grade were less likely to be working.

The same was true of change of attitude as rated by the camp staff. The more education a trainee had, the more likely he was to be rated as having improved in attitude. There was again a steady progression from 31 percent of those who had not completed the ninth grade to 57 percent of those who graduated from high school.

Reading, Math, and Aptitude Tests

Two cross tabulations were run for the California Reading and Wide-Range Math Tests to determine if they might be predictors of whether a trainee would complete the program and whether he would go to work or school on leaving the program. Differences were not significant at the .05 level in any case. It was interesting to note the lack of relationship between level of education and level of achievement, and that the level of education tended to be a predictor but achievement did not.

The General Aptitude Test Battery (GATB) yielded a total of nine scores which ideally should have been analyzed as a group for any one individual. However, that type of analysis was beyond the scope of this study. On a trial basis, therefore, the scores for each type of aptitude were run against current status to see if any of the individual aptitudes might serve as predictors. Differences were not significant, however. If the GATB is ever to be used again in this way, much more refined techniques will be necessary.

Reading Achievement

There were no particular trends over time in the reading achievement level of trainees. Since testing was not initiated until several months after the program started, data were available for very few of those who entered the program early. Based on all trainees who had been tested upon entering the program, 23 percent read below the 6th grade level, 29 percent were at the 6th or 7th grade level, 31 percent at the 8th or 9th grade level, and 18 percent at the 10th grade level or above. Reading level thus was far below what the years of education completed would indicate.

Retesting trainees shortly before graduation was not started until July 1964; therefore, data are for relatively few graduates. There appeared to be no trends over time, but the level of reading achievement in general on retesting was much higher. This was partly due to the improvement made by trainees in camp, but also partly to the fact that those in the higher achievement levels at entry were more likely to graduate than those at the

lower achievement levels. On retesting, only 5 percent were below the 6th grade, 32 percent were at the 6th or 7th grade level, 35 percent were at the 8th or 9th grade level, and 27 percent were at the 10th grade level or better. The gains in reading achievement appeared to be quite extraordinary. Again, there were no trends over time, but among all graduates retested, 47 percent gained a year or more. This is particularly impressive, because the trainees in general had never done well in school and a gain of 1 year is twice the gain that would be expected of an average student in a regular school in the same period of time.

Mathematics Achievement

The level of mathematics achievement on entry in the program was considerably lower than reading achievement among trainees. The distribution of trainees on this dimension did not change significantly over time. Among all trainees tested, 9 percent were below the fourth grade level, 33 percent were at the fourth grade level, 25 percent were at the fifth grade level, and 34 percent were at the sixth grade level or higher. Those graduates who were retested were at a much higher level--55 percent at the sixth grade level or more. Like reading achievement, this was due partly to gains in camp but also to the fact that graduates tended to have higher scores at entry than did terminees. The gains in mathematics achievement were also impressive. Of those retested, 45 percent gained a year or more and 25 percent gained 0.5-0.9 years.

IQ Test

There were no great changes over time in the IQ scores of trainees. Among all trainees, 23 percent had an IQ of less than 80; 27 percent between 80 and 89; 27 percent between 90 and 99; 11 percent between 100 and 109; and 12 percent were 110 or over.

IQ was run against the California Reading Test scores and the Wide-Range Math Test at entry more as a check of the data

than for any other reason. As would be expected, the differences were significant--the higher the IQ, the higher the level of achievement. There were no meaningful differences, however, with respect to gain in achievement while at Oak Glen. The IQ information was run against quite a few other variables, but IQ did not prove to be a potential predictor of trainee success.

Workmen's Compensation Reports

There were few differences over time in the proportion of trainees for whom workmen's compensation reports were filed. While no attempt was made to compare the trainee population with other working populations, the number of reports seemed high. Among all trainees, 18 percent had one report, and 11 percent had two or more reports. Although poison oak was a frequent reason for the claim, there were also a number of accidents listed.

Leadership Pay

At the beginning, leaders were sometimes appointed without regard for leadership qualities, in an attempt to encourage particular trainees. Under this policy of appointing leaders, there was frequent revocation of leadership pay. The later policy was to appoint trainee leaders primarily on the basis of leadership qualities. Among all trainees studied, 25 percent were appointed leaders.

CII Clearance and Juvenile Offenses

There were some differences over the course of the program in the proportion of trainees who had citations on the Criminal Investigation and Identification (CII) clearance record. In the earlier part of the program, a greater proportion of trainees had one or more citations on their record. This happened

to the greatest extent in the December 1963-February 1964 period, when 29 percent of the incoming trainees had one or more citations. Among all trainees, 15 percent had had one or more citations.

Because the CII clearance generally does not indicate juvenile offenses, the Oak Glen staff was asked to indicate for each trainee whether the staff was aware of any prior juvenile or criminal offenses. For these data, there appeared to be no differences over time. However, 22 percent of all trainees had prior offenses as indicated by the camp staff.

Incident Reports

In most cases of fairly serious misbehavior or infraction of camp rules, incident reports were recorded by the foreman on duty. There were significant differences over time as to the number of incident reports filed on trainees. The proportion of trainees for whom incident reports were recorded by foremen steadily decreased. Whether this was due to a smaller number of incidents or to less emphasis on the need for recording them is not known. Among all trainees, 30 percent had one or more incident reports on file. The same trend was true of minor incident reports, and the differences were equally significant. Again, the reason for the trend is not known. Among all trainees, 33 percent had one or more minor incidents reported.

Work and Attitude Ratings

Trainees were rated daily on their work and their general attitude by the foremen. A monthly mean rating therefore could be calculated. Differences in rating were very small, and the data were available for only about half the trainees. The change in mean ratings from early in a trainee's stay at Oak Glen to late in his stay was nevertheless tabulated. There were few differences over the course of the program in the average work rating, although the trend was toward a smaller proportion of

trainees receiving improved mean ratings as the program progressed. Among all trainees, the work rating improved for 24 percent, stayed the same for 3 percent, and became worse for 25 percent (data were unavailable for 49 percent). There were, however, differences in mean attitude rating over the course of the program. The trend was also toward a smaller proportion of trainees showing an improvement. Among all trainees, 23 percent showed an improvement, 2 percent stayed the same, and 26 percent became worse (data were not available for 49 percent).

Because the research team had some misgivings about the adequacy of the data from which mean attitude ratings were derived, the camp staff was asked to give a rating of change in attitude. There were few differences in these ratings over time. Among all trainees, 44 percent were rated as having improved their attitude, 44 percent as having stayed the same, and 7 percent as becoming worse. (Ratings could not be made for 5 percent.) This distribution is very different from the one derived from daily ratings while the trainee was in camp. Neither would appear to be--nor were they expected to be--completely adequate for obtaining data on change in attitude. They were the only ones available for this study. Another type of attitude information was sought from the camp staff--a rating of overall attitude while in the program. There were no consistent differences in rating of trainees entering at different points of the program. Among all trainees, 10 percent were rated above average, 61 percent as average, and 25 percent below average. (Ratings could not be made on 4 percent.)

Physical Condition

Applicants were required to pass a physical examination before entering the program; however, some trainees did have physical or mental problems. Among all trainees, 4 percent had physical problems and 7 percent had mental problems. The physical condition of trainees was rated by the staff, and there were few differences in the distribution of these ratings over the course of the program. Among all trainees, 20 percent were rated as in good physical condition; 61 percent, average; and 15 percent, poor (ratings could not be made for 4 percent).

Those rated in good physical condition by the camp staff were more likely to graduate than were those rated average or poor. Of those rated in good physical condition, 54 percent graduated, compared with 31 percent of those rated average and 27 percent of those rated poor. Those rated in good physical condition were also more likely to have been rated as improved in attitude while at Oak Glen (59 percent) than were those considered in average or poor condition.

Trainees who were believed to have mental or health problems tended to terminate in greater proportions (about 80 percent) than did those with no problems (61 percent). However, part of these differences might be due to hindsight, since the staff gave the ratings on health during the study--after the trainees had graduated or terminated.

Ethnic Group

There were no significant differences in the distribution of trainees by ethnic group over time. The great majority of trainees were white (76 percent), with 12 percent Negro, 11 percent Mexican-American, and 1 percent from other nonwhite groups.

Several cross tabulations were run by ethnic group, but none of the differences found was significant at the .05 level. The lack of significant differences was an important finding in itself. This meant that despite their ethnic group, trainees entered with essentially the same background, performed equally in camp and were meeting with essentially the same degree of success on leaving Oak Glen.

Location of Recruitment

Some of the camp staff noted that the characteristics of trainees varied by area of recruitment. Cross tabulations indicated that there were some sharp differences in the age distribution of trainees from different areas. For example, compared with other areas the employment office in the

San Francisco area sent a relatively small proportion of 16-year-olds and of 17-year-olds and a correspondingly larger proportion of trainees 20 years and over.

There were also some marked differences in the educational levels of trainees from different areas. These were largely due to the fact that the San Francisco area sent a comparatively large proportion of trainees with relatively more education. Twenty percent had completed the 11th or 12th grades and an additional 34 percent were high school graduates, compared with 13 percent and 21 percent, respectively, for the total. Also, the smaller employment offices sent comparatively large proportions of those with a ninth grade education or less (16 percent had not completed the ninth grade and 39 percent had completed the ninth grade, compared with 11 percent and 27 percent, respectively, for the total). In spite of these variations, there were few differences found in the reading and mathematics achievement levels of trainees from different areas.

The Dictionary of Occupational Titles classification differed for trainees from different areas. For example, Los Angeles sent a relatively high proportion of young men classified as manual workers (75 percent compared with 65 percent for the total).

A comparatively high proportion of trainees from Los Angeles had citations on their criminal investigation records (20 percent compared with 15 percent of the total). Some of the other offices sent relatively few trainees with any record at all (8 percent). Differences in criminal and juvenile offenses as estimated by the camp staff did not vary significantly by area of recruitment. A larger proportion of Los Angeles trainees signed up for academic classes compared with other areas (73 percent compared with 64 percent for the total).

There were some major differences in ethnic background of trainees from different areas. Some offices sent a large proportion of white trainees (91 percent compared with 76 percent for the total); however, the San Francisco area sent a relatively small proportion (62 percent). The San Francisco area sent a large proportion of Negroes (30 percent compared with 12 percent for the total), and the Los Angeles area sent a large proportion of Mexican-Americans (21 percent compared with 11 percent for the total).

Attitude of Trainees

There were some marked differences in the distributions of the factors of overall attitude and change of attitude (as rated by the camp staff during the study) when compared with whether trainees completed the program. Of those rated above average in overall attitude, 69 percent graduated, compared with 42 percent of those rated average and 14 percent of those rated below average. Of those who were thought to have improved in attitude over the course of their stay in camp, 74 percent graduated. Fourteen percent of those who were rated as staying the same graduated; and none of those rated as becoming worse graduated. These data could have been affected by hindsight. The ratings were made during the study--after it was known whether each specific trainee had graduated or terminated. The distribution of these ratings bears almost no resemblance to the change in mean attitude ratings. Both sets of data were known to have disadvantages, but it was hoped there would be some degree of agreement.

OBSERVATIONS

Primary reliance in this study was on factors that are readily measurable with existing data. During the weeks of study and observation at the camp, however, a number of impressions were formed by the researchers. The material is for the most part subjective and has not been documented in any systematic way, but the impressions relate to important aspects of the Oak Glen program. For that reason they are worth discussing.

The impressions can be grouped in three categories. The first has to do with various factors for which no objective data were available but which appeared to have an effect on the program. The second involves the population to which the program is directed and the magnitude of this population's problems, and the third category of impressions concerns evaluation of such programs.

One of the truly outstanding aspects of the camp observed by the research team was the dedication of the staff to their task. They believed in the program and they put forth heroic effort to help each trainee develop in accordance with the program objectives. How this dedication was developed is not known, but it is probably crucial to the success of any such program. The camp director and others applied specifically for assignment at Oak Glen, because they believed in the concept of the program, and this element of "self selection" should not be overlooked. Also, many of the Forestry Division personnel had had previous experience in Forestry camps for convicts and for juvenile delinquents.

In spite of agreement on overall purpose, the Forestry Division foremen varied greatly in their approach to trainees. Some were quite authoritarian in approach, while others tended to be permissive. It appeared that the most authoritarian of the foremen were in general the least effective. But several ex-trainees wrote later of their gratitude for learning strict discipline from specific foremen who were the most authoritarian.

One approach to the trainees seemed to be uniform--the camp administration was very imaginative in thinking of ways to give praise and rewards to trainees. Whenever possible the reward was tangible--a certificate or a trophy. The staff felt that on the whole the lives of the trainees were marked by failure--in school, at work, and at home. Every effort was made to help trainees achieve even small successes. A trophy for "Trainee of the Week" provided immediate and continuing goals. Other certificates and trophies were generally presented at the graduation ceremony.

The individual attention given to trainees appeared to be an important factor. At camp the trainees could feel for the first time in their lives that "somebody cared." The dedication of the staff and their general behavior made it very clear to trainees that they did indeed care and that they made every effort to assist and persuade each trainee to complete the program successfully.

At Oak Glen the education program was voluntary. Trainees of course were frequently advised to enroll and a large proportion of them did. The research team felt that the voluntary program was more effective than a compulsory one. No comparative data are available, but the average improvement in reading and mathematics was greater than would be expected from this population in a compulsory school situation.

In many ways, life at the camp was similar to that in the Armed Forces. Trainees wore uniforms of some sort at all times. They were assigned to foremen in crews of about 15, and disciplinary measures, such as extra duty, were used as needed. Trainees slept in one large barracks and they ate in a mess hall. As might be expected, it appeared that this regimented type of life had a favorable effect on some trainees but an adverse effect on others.

There was also some indication that the location of the camp had a significant effect on trainees. The camp is located in the mountains--a 20-minute drive to the nearest town. While there are a few houses on the road up to the camp, the camp itself is in a national forest and gives the impression of being isolated from civilization. To those who love mountains and natural areas, the camp is well situated. The location of the camp--particularly the isolation--affected some other trainees adversely and was a contributing factor to their termination. There was some feeling

that the climate may also have had an effect. The climate is not severe by comparison with the climate of many other parts of the United States, but it is more severe than that to which most of the trainees were accustomed. Snow is possible during the winter, and it is more often foggy and rainy than in nearby areas. There was some speculation that when the weather was dreary, more terminations occurred.

Many of the trainees were in poor physical condition on arrival. There was rarely anything seriously wrong since applicants had to pass a physical examination to become eligible. Many were either underweight or obese and tended to slump. Calisthenics of any sort were very difficult for them to perform. This situation changed with participation in the physical fitness program (which was compulsory). Slowly but surely their physical condition improved, and it was believed that they felt better physically after a period of time in the camp. This improvement was probably tied in with dietary changes.

The staff did not undertake a controlled observation of trainees over a long period of time, but several camp staff members described a dietary pattern that often occurred. Many of the trainees had never been confronted with a well-balanced diet and lots of food. At first their tendency was to concentrate on bread almost to the exclusion of other items. Soon the milk consumption increased sharply to two or three glasses per meal and then leveled off at a reasonable consumption rate. Other items such as meat tended to enter at this stage; vegetables and salad entered last, if ever. In order to accommodate the different food tastes, a variety of choices was provided at all meals. It was believed that in many cases good (or at least better) food habits were developed, which, along with the improvement in physical condition, contributed to an improvement in the way trainees felt in general.

The second major type of impression formed at Oak Glen concerns the population at which the program was aimed and the magnitude of their problems. The program was designed to move 16- to 21-year-olds from unemployment into the ranks of the employed. This is a very simple statement, but when applied to such a disadvantaged population, it is difficult to fulfill.

The following characteristics describe the average Oak Glen trainee studied:

1. He had a lower than average IQ.

2. He was a low achiever in reading and even lower in arithmetic.

3. His life was a consistent string of failures with few if any successes.

4. His physical condition was not good; he had not previously had a balanced diet.

5. Although he expressed various goals ("I'm going to get a good steady job and settle down"), he did not know how to progress toward these goals.

6. He came from an economically disadvantaged, and very likely a broken, home.

7. He never learned to work (getting up and going to a job and working hard is learned behavior; it does not come naturally).

8. He did not know how to look for a job.

9. He did not know how (and therefore had to be taught) to use the most elementary tools, e.g., hammer, pliers, screwdriver, paint brush.

10. He had no employment experience.

The trainees were thus disadvantaged in a multitude of ways, any one of which would have been difficult to overcome. The purpose of pointing all this out is not to indicate the hopelessness of the situation, but rather to point out the need for constant awareness of the limitations of the population. There is therefore the need to set realistic goals that any program such as Oak Glen can achieve. For example a year's gain in reading achievement is really quite good--it is twice the progress an average student in a regular school would make in the same period

of time. Although a trainee who read at the fifth grade level and progressed to the sixth grade level while at Oak Glen made excellent progress, he still had a severe reading handicap.

Finally a number of impressions concerning the problems of evaluation were formed. There are at least two kinds of effects that such a work camp program might have on trainees. One type relates to subtle changes that may occur, such as attitude changes, a gain in self-respect, a feeling of independence, and the like. The second kind of effect is more measurable, that is, going to work or returning to school after leaving the camp. Unfortunately the full impact of such a program may not be known for years. Adolescence and young adulthood tends to be difficult and unstable for many young men, not just the disadvantaged, which makes it even more difficult to trace the effects of the camp.

Continued and long-term followup information is necessary, since the trainee may not be able to judge the full impact of his experience until later. At the same time, predictors should be identified, insofar as possible, along the way, so that eventually the predictors may be used rather than waiting several years for followup data. Any such program must inevitably stand the scrutiny of an economic evaluation, that is, a measuring of the economic benefits of the program (if any) to the trainees and to the public. (A detailed economic evaluation of the Oak Glen program was not within the scope of the present study.) In addition to the above types of data, evaluation of the concept of youth training camps will eventually require intercamp comparisons. Such comparisons could determine the relative effectiveness of different kinds of camps (and the methods used).

BIBLIOGRAPHIC INFORMATION

A search for pertinent literature was started at the beginning of the study and continued throughout. As had been expected, there was little recent material because no programs directly comparable to Oak Glen have existed in recent years. The bulk of the material reviewed concerned the Civilian Conservation Corps (CCC) program of the 1930's. The CCC was not directly comparable because of the prevailing economic situation at the time, and because the participants could be considerably older than Oak Glen trainees. CCC trainees were also required to have dependent family members. The literature, therefore, was useful in providing background information for planning the study but was of little direct use.

There are nevertheless two sources to which attention should be called. The first is A Survey of the Literature on Youth Training Camps, by James C. Gillis, Jr., April 1964, which was prepared under contract for the U.S. Office of Education. Included in this work is an excellent and up-to-date bibliography which is reproduced in its entirety on the following pages.

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72. Spiro, Melford E. Children of the Kibbutz. Cambridge, Massachusetts: Harvard University Press, 1958.
    A very thorough study of young children, their social conditions, personal traits and education within the confines of the kibbutz. There seems to be few specific direct correlations between this age and the age group (16-21) of concern.

73. Spiro, Melford E. Kibbutz - Venture in Utopia. Cambridge, Massachusetts: Harvard University Press, 1956.
    M. E. Spiro is an anthropologist who has done an intensive and exhaustive first-hand study of life in a kibbutz. He states, "Ultimately, living in a kibbutz is based on ideological conviction." This book is considered one of the classics concerning the kibbutz.

74. Weingarten, Murray. Life in a Kibbutz. New York: The Reconstructionist Press, 1955.
    An authoritative account written by a man who has lived there for many years. Of particular interest are chapters III (division of work) and VI (education).

Kibbutz: Government Publications

75. Israel Government Year Book 5723. Published by the Government Printer for the Central Office of Information. Israel, 1962-1963.
    Of special interest are pages 164-184, Ministry of Education and Culture. Contains brief summaries of various types of education, including vocational training, agriculture, etc. No direct reference to kibbutz or other camp situations.

76. Israel Today. Agricultural Settlement, No. 2. Jerusalem. Published by Israel Digest, August, 1958.
Gives history of the agriculture movement, including the growth of the kibbutz. Also, see No. 1 - Education for a Growing Nation.

Kibbutz: Magazines

77. Israel Youth Horizon. Jerusalem. No. II, Vol. V. July 1958.
Note page 19, "The Israel Youth Movements." An analysis of youth movements, kibbutzim and their problems. Greatest problem is the loss of teen age youth, attracted by cities, higher education, etc.

78. Israel Youth Horizon. Jerusalem. No. V, Vol. VI, 1961.
Note pages 14-18, "Degania: 50 Pioneering Years." The history of the first kibbutz. Quite thorough; also deals with the problems of late teen age youth.

VI. N.Y.A.

79. Administrative and Program Operation of the N.Y.A. June 26, 1935 - January 1, 1937. Washington, D.C., 1937.

80. An Analysis of the Work Project Program. N.Y.A., 1936.

81. Coyle, David Cushman. Rural Youth. Washington, D.C.: U.S. Government Printing Office.
Selected bibliography on youth.

82. Cowley, W. H. Study of N.Y.A. Projects at the Ohio State University. Washington, D.C.: The N.Y.A., 1937.

83. Facing the Problems of Youth: The Work and Objectives of the N.Y.A. Washington, D.C., 1937.

84. "Final Report of the N.Y.A., Fiscal Years 1936-1943." Federal Security Agency, War Manpower Commission. Washington, D.C.: U.S.Government Printing Office, 1944.

85. N.Y.A. Press Releases.
A collection is on file at Widener Library, Harvard University.

86. The Tenth Youth. The N.Y.A. Washington, D.C.: U.S. Government Printing Office, 1940.

87. Tropico: N.Y.A. in the Tropics. U.S.N.Y.A. Puerto Rico.

88. Seyfert, Warren C. and Rehmus, Paul A. (eds.). Work Experience in Education. Cambridge, Massachusetts: Harvard Graduate School of Education, 1941.
A report prepared at the Harvard Workshop in Education: Summer 1941.

89. A series of N.Y.A. reports by states includes: California Colorado, Connecticut, Florida, Illinois (2), Indiana (2), Kentucky, Maine, Massachusetts (2), Michigan (3), New Hampshire, New York City (2), New York State, North Carolina (2), Ohio (3 - includes vocational study for Negroes - 1938), Quoddy Region Project, Rhode Island, South Carolina, Texas, Vermont, Wisconsin (2). Each is involved with specific vocations and/or are final reports.

VII. Outward Bound Program

90. James, David (ed.). Outward Bound. London: Routledge and Kegan Paul Ltd.
Has serious implications for the establishment of youth camps. The Outward Bound movement has enjoyed great success in England and Europe.

91. Arnold-Brown, Adam. Unfolding Character: The Impact of Gordonstown. London: Routledge and Kegan Paul Ltd., 1962.
An excellent book, the implications of which should be considered strongly in a venture of youth camps. Includes some history of movement, philosophy behind movement, schedules and program.

VIII. Japanese Relocation Camps

92. Leighton, Alexander Hamilton. The Governing of Men: General Principles and Recommendations Based on Experience at a Japanese Relocation Camp. Princeton: Princeton University Press, 1945.

    Well documented; valuable bibliography; extremely viable recommendations. Very relevant. Many suggestions for organization and administration of camps, i.e., necessity of self-government; reliability and follow-through of administration, etc. Has a heavy psychological emphasis.

IX. Unemployed Youth

Books

93. Calkins, Chick (ed.) Youth Never Comes Again. New York City: Committee on Unemployed Youth, 1933.

    Intended as a handbook for community officials, educators, social workers, etc.

94. David, Paul T. Barriers to Youth Employment. Prepared for the American Youth Commission. Washington, D.C.: American Council on Education, 1942.

95. Dearborn, Walter Fenno. Scholastic, Economic and Social Backgrounds of Unemployed Youth. Cambridge, Massachusetts: Harvard University Press, 1938.

96. Gould, Leslie A. American Youth Today. New York: Random House, 1940.

    Forward by Eleanor Roosevelt.

97. Heginbotham, H. The Youth Employment Service. London: Methuen and Co. Ltd., 1951.

    An exhaustive detailed study of the Youth Employment Service and its history in England.

98. Long, Cloyd Darl. School-Leaving Youth and Unemployment: Some factors associated with the duration of early employment of youth whose formal education ended at high school graduation or earlier. New York: New York Teachers College, Columbia University, 1941.

99. Melvin, Bruce Lee. Youth - Millions Too Many? New York: New York Association Press, 1940.

100. Worman, E. Youth Without Jobs. New York: New York Association Press, 1936.
A review of changing conditions affecting unemployment, and a fresh sampling of the Y.M.C.A. experience in service to the unemployed. (bibliography pages 109-110).

Government Publications

101. Burns, Arthur E. W.P.A.: Survey of Relief and Security Programs. Washington, D.C., 1938.

102. Holland, Kenneth. Youth in European Labor Camps. Washington, D.C.: American Council on Education, 1939. Report to American Youth Commission.

103. Holland, Kenneth. Work Camps for College Students. Washington, D.C.: American Youth Commission, 1941.

104. Melvin, Bruce Lee. Rural Youth on Relief. Works Progress Administration, Division of Social Research. Washington, D.C.: U.S. Government Printing Office, 1937.

105. Vocational Training and Unemployment: A discussion of the question - what service can the public program of vocational education render to the unemployed? Issued by the Federal Board for Vocational Education. Washington, D.C.: U.S. Government Printing Office, 1931. Bulletin No. 159, General Series No. 4.

106. Westfeld, Albert. Getting Started: Urban Youth in the Labor Market. Federal Work Agency. Washington, D.C.: U.S. Government Printing Office, 1943.

X. U.N.R.R.A.

107. Hulme, Kathryn Cavarly. The Wild Place. Boston: Little, Brown, 1953.
A personal account of a displaced persons camp from one of the administrators. Very interesting, but of dubious value for this project.

108. Woodbridge, George. U.N.R.R.A.: The History of the U.N.R.R.A. New York: Columbia University Press, 1950.
Probably Volume II, Part VII," The Displaced Persons Operations" is of most value. A detailed examination of U.N.R.R.A., including budgets, organization, etc.

Additional References

The following are some of the references that were found and that do not appear on the above bibliography. Quite a number of others are not included here because they were not sufficiently relevant to the present project.

1. Brazziel, William F. "A Study of Factors in Workers' Decisions to Forego Retraining Under the Manpower Development and Training Act of 1962." Written in cooperation with the Office of Manpower, Automation and Training, U.S. Department of Labor. June 1964.
   This research project "sought to identify factors in the decisions of unemployed, unskilled workers to forego retraining for a higher level of skill. It attempted to gain insights concerning the choice processes by which workers decide for or against retraining, as a basis for planning future retraining programs, especially the manner in which retraining opportunities are offered to prospective trainees."

2. Caditz, Sylvan B. "Effects of a Forestry Camp Experience on the Personality of Delinquent Boys." Journal of Clinical Psychology. Vol. 17, No. 1. 1961. pp. 78-81.
   Again, this article is not directly relevant since it dealt with delinquents. It is an example, however, of the use of psychological tests to determine differences that occur over time in youth (even though delinquent youth) exposed to a forestry camp experience.

3. Griffing, J. B. "The Educational Process in the CCC." Sociology and Social Research. March 1935. pp. 376-380.
   The article describes the educational aims and philosophy of the CCC after two years of operation.

4. "Handbook for Agencies Selecting Men for the Civilian Conservation Corps." U. S. Department of Labor, Office of the Secretary. Washington, D.C., 1936.

This publication outlines the rules and regulations for establishing eligibility for the CCC. It is useful primarily in comparing present programs with the CCC, and indicating differences between the CCC and other programs.

5. Hearings before the General Subcommittee on Education, Committee on Education and Labor, House of Representatives, 88th Congress, 1st Session, on H.R. 1890 (To authorize the establishment of a youth conservation corps). Hearings held in Washington, D. C. February 18-22, 25, 1963. Washington, D. C., U. S. Government Printing Office, 1963.

The hearings are a heterogeneous collection of opinions and facts, sometimes contradictory. It was pertinent here in that the need was expressed in a number of places for study and research on the effects and effectiveness of youth conservation corps type programs. Many agreed as to its need, but no one pointed to where it has been done.

6. Hill, Robert. "California's Pioneer Job Corps." Employment Service Review. Published by U. S. Department of Labor, Manpower Administration. August 1964. pp. 33-35.

The article describes the Oak Glen Youth Training Camp, both the basic operating details and also the intent of the program.

7. Oxley, Howard W. "CCC Camp Education: Guidance and Recreational Phases." Bulletin 1937, No. 19, U. S. Department of the Interior, Office of Education. 1938.

Two research projects are reported on. They concerned the guidance and counseling program within the CCC and also the recreational program. The studies were undertaken four years after the CCC program was initiated.

8. Oxley, Howard W. "How CCC Helps Enrollees Find Jobs." Occupations. June 1938. pp. 819-823.

The article describes the various techniques used formally and informally to assist enrollees find jobs. It indicates that the task of running the CCC did not end when the young men left camp service.

9. Problems of Youth. A fact book prepared by the Legislative Reference Service, Library of Congress. U. S. Government Printing Office, Washington, D. C. 1964.

The book was prepared at the request of Senator Claiborne Pell of Rhode Island for the Subcommittee on Employment and Manpower of the Committee on Labor and Public Welfare, U. S. Senate. It contains a great deal of data on age groups in the 16 to 24 range. Areas included are health and physical fitness, education and training, job opportunities, income, residence and mobility, and special problems, particularly that of poverty.

10. Samuelson, Cecil O. and Pearson, David T., Sr. "A Follow-up Study of Vocational School Students." Industrial Arts and Vocational Education. September 1959. pp. 196-198.

The data in this article are not suitable for comparison because the program is quite different. However, it is included for methodological reasons since it is an attempt to obtain and analyze follow-up data.

APPENDIX A

DESCRIPTION OF THE OAK GLEN YOUTH CAMP PROGRAM

The following describes the selection procedures, camp procedures, staff, and policies governing the operation of the camp. It is intended as a brief characterization of the program and the philosophy behind it. The intent is also to permit comparison with other programs.

Selection Procedure

Selection of trainees was the sole responsibility of the California Department of Employment, through its local employment offices. Selection for the camp was treated administratively in the same way as any other type of job. A job order was sent out to specific local offices (in accordance with a quota system, discussed later). The job order included the following forms:

1. Parental Consent for Participation in the program and for medical or dental care, and a camp application signed by the prospective trainee.

2. Application for Examination completed by the applicant (this served the additional function of determining that the applicant could read and write).

3. Background and Information Check on Forestry Trainee, completed by the Department of Employment interviewer after telephone calls to the school counselor or administrative office and other offices as appropriate (e.g., County Probation Office, County Department of Social Welfare).

4. Medical Examination Report Health Questionnaire, completed by the applicant.

5. Medical Examination Report, completed by a doctor (the examination was conducted at no cost to the applicant if he so desired--either at county facilities, or by a private doctor for a fee not to exceed $7.50 paid by the Division of Forestry).

6. Fingerprints, taken at the nearest fingerprinting agency. The fingerprints were subsequently sent to the State Bureau of Criminal Identification and Investigation to check whether the applicant had a record.

In the process of interviewing the applicant and filling out the necessary forms, the Department of Employment interviewer established that the applicant met the following requirements:

1. Male and between the ages of 16 and 21 inclusive.

2. Out of school for at least 3 months.

3. Unemployed, with little chance of employment because of lack of skills, knowledge, or abilities.

4. No felony conviction, not have been on probation within the last 60 days, and preferably no police record.

5. Parental consent if under 21.

6. In good physical condition with no visible work-impairing handicaps; able to do sustained, vigorous, outdoor physical work; pass physical examination.

7. Able to read and write.

8. Wanted to go to Oak Glen.

Job orders were sent to local employment offices in accordance with a quota system determined by the Department of Employment. The quota system was originally requested by representatives of five State departments to assure representation from all areas in the State. The quota was approximate and was adjusted from time to time (e.g., some offices occasionally did not have enough applicants to meet their allowed quota, so their quota was assigned elsewhere). However, approximately 70 percent came from the large and medium-sized metropolitan areas and 30 percent from rural areas. Most trainees from rural areas in fact came from small towns and cities within rural areas. Of the 70 percent from metropolitan areas, approximately 40 percent came from large cities, 30 percent from medium, and 30 percent from small cities. The Department of Employment furnished the Division of Forestry (the Division was responsible for actual operation of the camp) with a list of qualified applicants. The Division of Forestry contacted applicants in the order listed, as openings became available at Oak Glen.

While no records are available, it is estimated that one boy in eight to whom the camp was mentioned or who was considered for the camp by the Department of Employment interviewer was actually accepted (that is,he met all criteria including the desire to go to camp). Of the seven not accepted, 1 to 1-1/2 was eliminated because of lack of interest. The rest were eliminated because of physical condition, police records, or other reasons.

Camp Procedure

Prospective trainees usually arrived at Oak Glen once a month in the middle of the month. There were usually about 20 new trainees each month depending on the number of vacancies created either through terminations or graduation. The new groups began with 3 days of orientation. Tests and interviews were given to entering trainees by personnel assigned to the camp from the Division of Forestry, Riverside County Schools, and Department of Employment.

Orientation was followed by a 2-week basic training period. The entering group remained together for whatever group training or activity was undertaken. The basic training program centered around forestry work and was designed to:

1. Teach trainees how to use tools.
2. Teach trainees how to work and to adjust to a work situation.
3. Build trainees up physically.
4. Teach trainees to get along together.

Various personnel connected with the program at Oak Glen felt that the initial period was a critical one. It was during this period that a large proportion of terminations occurred. The director felt that if a boy completed the basic training period, there was a good chance that he would complete the six months' program. This opinion was partly confirmed by data concerning terminations occurring before completion of the program.

After basic training, trainees were assigned work tasks in accordance with their interests and abilities and with needs at the camp. They were also encouraged to participate in the education program. A copy of the normal Daily Activity Schedule follows.

A Typical Daily Activity Schedule

6:30 am	Reveille	Night Shift Foreman
7:00 am	Breakfast	Administrative Foreman
7:50 am	Sick Call Barracks Inspection	All Supervisors
8:00 am	First Work Call and Classes	All Supervisors and Teachers
8:30 am	Doctor and Dental Trip to Beaumont	Administrative Foreman
10:25 am	Calisthenics (All Camp Personnel)	Recreation Foreman
10:40 am	Second Work Call	All Supervisors
	1) Assignments to In-camp Work 2) Assignments to Conservation Work Crew	
12:00 noon	Lunch	
12:30 pm	Resume Work Assignments	All Supervisors
4:45 pm	Mail Call	Administrative Foreman
5:00 pm	Cleanup and Showers	Administrative Foreman
5:15 pm	Dinner	Administrative Foreman
5:30-7:30	Commissary	Administrative Foreman
6:00-10:00 pm	Supervised Education (Independent Study)	Education Staff
5:30-10:00 pm	Supervised Activities	Recreation Foreman and Duty Foreman
	Inter-Crew Sports Camp Sports Team Individual Athletics Television Letter Writing Hikes Ping Pong and Horseshoes Music and Singing Hobby Work	

10:00 pm	Lights Out (Barracks)	Night Duty Foreman
11:00 pm	Lights Out (Recreation Hall)	Night Duty Foreman

SOURCE: Report of the State Forester to the Honorable Board of Directors, California Youth Conservation and Training Program, November 1963 - December 1964.

The operation of the camp provided job training opportunities in the following areas of work:

1. Kitchen and dining room, including dishwashing, cleanup, cooking, baking, and food serving.

2. Camp office, including such tasks as typing, filing, running errands, use of dispatch radio, and managing the camp canteen.

3. Building and grounds maintenance, including such jobs as painting, carpentry, plumbing, electrical repairs, lawn mowing, planting, and cement work.

4. The camp laundry; this provides an opportunity for trainees to develop skills in an industrial type of laundry.

5. Automotive and equipment maintenance, including engine overhaul, repair, and maintenance of brake systems, ignition systems, and so forth. Trainees can learn the proper techniques of servicing and lubrication of automotive equipment.

In addition, a variety of occupational experiences were provided by work projects. These included construction and maintenance of fire access truck trails, fuelbreaks, firebreaks, and forest management activities, including insect and disease control and timber stand improvement.

A consistently high proportion of trainees enrolled in the education program. During the study, all the trainees were enrolled in the morning program. The courses were designed to improve the basic skills of reading, writing, and arithmetic; but history, civics, and health sciences were also offered. Each trainee worked at his own level in class. Participation in a physical fitness program was required each morning. In addition to the morning program, there was a program of courses in the evening that included vocational orientation, typing, photography, and independent study. The schedule of classes offered as of September 15, 1964, is shown on the following page. Trainees could also enroll in adult education classes in a nearby community. Several trainees accumulated sufficient credits in the camp program (in addition to those earned in their home high school) to receive their high school diplomas.

During the camp program a variety of counseling and guidance sources were available to trainees. Division of Forestry, Riverside County Schools, and Department of Education personnel were all available if a trainee wanted counseling. Counseling took place also whenever camp personnel felt that a problem existed with one or more trainees. According to Division of Forestry personnel at the camp, the need for counseling far exceeded expectations, and much of this need was at the instigation of trainees.

Class Schedule

Day Schedule

Class	Time	Class	Room
A	8:00 - 8:45 am	Arithmetic English-Journalism	Rec. Class Library
B	8:50 - 9:35 am	History - Civics Reading Improvement	Rec. Class Library
C	9:40 - 10:25 am	Arithmetic Reading Improvement	Rec. Class Library
D *	10:25 - 10:40 am	Physical Fitness	Bus Area
E	10:45 - 11:30 am	Independent Study	Library

Evening Schedule

F (Tues.)	6:00 - 8:30 pm	Health Science Independent Study	Library
G (Wed.)	6:00 - 10:00 pm	Typing Supervised Study	Library
H (Thurs.)	7:00 - 10:00 pm	Photography	Library Photo Lab
I (Fri.)	6:00 - 10:00 pm	Typing Supervised Study	Library

*Required of all Trainees

SOURCE: Report of the State Forester to the Honorable Board of Directors, California Youth Conservation and Training Program, November 1963 - December 1964.

At the completion of the program, trainees graduated at a ceremony usually held once a month, and returned to their home communities. A complete record of each trainee's experience (including evaluation by both Division of Forestry and Department of Employment personnel at the camp) was sent to his local Department of Employment office approximately 1 week before his arrival home.

POLICIES OF THE BOARD OF DIRECTORS—
YOUTH CONSERVATION AND TRAINING PROGRAM

Basic Objectives

1. To establish for demonstration purposes a pilot program of instructive employment and camp living in which unemployed young men are provided an opportunity to develop the traits, attitudes and improved habits of work and study necessary to become gainfully employed in a competitive labor market, or pursue a course of vocational or academic training.

2. To offer the Trainee a program of work education, recreation, physical fitness, community living, and spiritual experience.

3. To conserve the natural resources and benefit the State by improvement and protection of the forest and watershed lands in the State.

4. To provide initial or enriched work experience education under close and skilled supervision in those areas of activity encompassed by camp operations and maintenance and forestry field work.

5. To develop an interest by Trainees in pursuing a vocational skill by supplementing the work experience education with a vocational instruction program.

6. To identify for Trainees any deficiencies in the basic learning skills of reading, writing, and arithmetic, and encourage them to overcome such deficiencies through schooling in these subjects.

7. To provide the opportunity for additional academic and vocational schooling for further educational enrichment.

8. To enable Trainees to obtain high school credits for work or vocational and academic training when the earning of such credits is in harmony with the total camp program.

9. To provide guidance and employment services to help Trainees realize an occupational goal.

Selection

The Director of Employment shall establish, and furnish to the State Forester, lists of young men, selected without regard to race, color, creed or national origin, who meet the qualifications set out in Section 4991 of the Public Resources Code.

The selection process shall provide for statewide population and geographical representation as far as possible.

No youth will be admitted to the program who either is on probation from any court or was on probation within a 60-day period just prior to his being appointed to or making application for the program. It is not the intent that this program should serve as an alternative or substitute measure for a court sentence.

No youth will be admitted to the program who has not physically resided in this State for at least 6 consecutive months preceding his appointment to the program and who is not a citizen of the United States.

Assignment

The normal assignment for a Youth Trainee shall be a continuous period of 6 months.

The State Forester may, upon the request of a Youth Trainee, approve his continued participation in the program for a total period not to exceed 1 year.

Discipline

A Youth Trainee may be disciplined by the Program Supervisor for any failure of good behavior. Discipline may consist of (1) discharge from the Program or (2) any other reasonable disciplinary measures, including restriction of privileges, deemed appropriate by the Program Supervisor.

Appeals and Grievances

Grievances may be presented by any Youth Trainee, in writing, to the Program Supervisor whose written decision may be appealed to the District Deputy State Forester. The decision of the District Deputy on such appeals shall be final.

In the case of appeal from discharge the Trainee may within 10 days from such date of discharge present a written appeal to the State Forester whose decision shall be final.

Educational Program

Youth Trainees will be provided a camp experience enriched with educational opportunities on the basis of an individual appraisal of each Trainee's need, ability and interest.

Enrollment in any educational activity must be voluntary on the part of the Trainee.

Attendance in an organized educational program conducted during the normal work day may not exceed 12 hours per week.

Academic education will include the basic skills of reading, writing and arithmetic.

Work Experience Education may utilize activities involved in the operation of the camp.

Evening classes may be arranged to be conducted at a nearby high school or junior college, or in camp when instructors are available.

Vocational Training

The term "vocational training," as used in this policy, is intended to mean instruction or training which is given or made available to guide in the choice, or train for the pursuit, of a vocation or regular employment.

Vocational training will be centered about the types of activities that are available in the operation and maintenance of the Forestry camp, the various work projects and the operation and maintenance of the automotive and other equipment used in the program.

Counseling

Youth Trainees shall be given guidance and counseling designed to achieve the objectives of the program.

The activities of counselors, instructors, supervisors and others on, or assisting, the staff of a Youth Trainee Camp shall be coordinated by the Program Director to provide the Youth Trainee the maximum benefits from these activities.

Counseling provided by the Department of Employment will focus, principally, on job placement services for Youth Trainees in the program and follow-up employment services utilizing provisions of training and retraining programs such as the Manpower Development and Training Act.

Counseling provided by a county superintendent of schools shall focus, principally, on an educational program.

The camp file of each Youth Trainee shall be available to counselors, instructors, and supervisors for study and analysis to assist in developing a beneficial program.

Emergency Activities

The State Forester may approve and authorize the use of organized crews or selected individual Youth Trainees in local and other emergencies, including work associated with the suppression of forest and other fires, search for and rescue of lost or injured persons, the evacuation and care of persons displaced because of disaster and activities associated with civil defense.

Assignment to any emergency activity may take precedence over any other activities of the program.

Recognition of Satisfactory Completion

The State Forester shall take formal recognition of the successful completion of each Trainee's participation in the program.

Administration

The State Forester shall establish and maintain rules, regulations and procedures considered by him to be necessary to achieve the objectives of this program. Such rules, regulations and procedures shall not be in conflict with but rather shall complement the policies of this Board of Directors in establishing a well-ordered, pleasant and productive environment in the operation of the Youth Conservation and Training Program.

Rules relating to hours of work will be based on the prevailing practice of the Division of Forestry.

Fiscal

Transportation costs by a public carrier for Youth Trainees will be paid by the State for travel from his home town to the camp upon his initial assignment to the program. Also his travel costs by public carrier as well as meals will be paid for his return trip to his home upon completion of his enrollment in the program.

A $1.50 allowance for meals will be made if the travel time from his home town to the camp requires more than 6 hours but less than 12 hours. If the travel time exceeds 12 hours, $3.00 will be allowed.

The State will bear the costs of immunization of the Youth Trainees for diphtheria, small pox, tetanus, typhus, polio, or other diseases for which immunization is considered by medical authorities to be necessary.

APPENDIX B

DEPOSITORY LOCATIONS FOR THE FULL REPORT

The full report upon which this monograph is based can be consulted at the following libraries and field locations.

Libraries

ALABAMA
University of Alabama Library
University, Ala.

ALASKA
University of Alaska Library
College, Alaska

ARIZONA
Matthews Library
Arizona State University
Tempe, Ariz.

University of Arizona Library
Tucson, Ariz.

CALIFORNIA
University of California General Library
Berkeley, Calif.

University of California Library
Los Angeles, Calif.

University of California Library
Riverside, Calif.

University of California Library
Santa Barbara, Calif.

University of Southern California Library
Los Angeles, Calif.

John F. Kennedy Memorial Library
California State College at Los Angeles
Los Angeles, Calif.

California State Library
Sacramento, Calif.

San Diego State College Library
San Diego, Calif.

COLORADO
University of Colorado Libraries
Boulder, Colo.

Colorado State University Libraries
Fort Collins, Colo.

DISTRICT OF COLUMBIA
Library of Congress
Washington, D.C.

DELAWARE
University of Delaware Library
Newark, Del.

FLORIDA
Florida State University Library
Tallahassee, Fla.

University of Florida Libraries
Gainesville, Fla.

GEORGIA
University of Georgia Libraries
Athens, Ga.

HAWAII
University of Hawaii Library
Honolulu, Hawaii

ILLINOIS
Midwest Inter-Library Center
5721 Cottage Grove Avenue
Chicago, Ill.

University of Chicago Library
Chicago, Ill.

Northwestern University Library
Evanston, Ill.

University of Illinois Library
Urbana, Ill.

Southern Illinois University Library
Carbondale, Ill.

Brooklyn Public Library
Grand Army Plaza
Brooklyn, N.Y.

Cornell University Library
Ithaca, N.Y.

Columbia University Libraries
535 West 114th Street
New York, N.Y.

New York Public Library
Fifth Avenue and 42nd Street
New York, N.Y.

State University College
College Library
Potsdam, N.Y.

United Nations Library
New York, N.Y.

Syracuse University Library
Syracuse, N.Y.

Brooklyn College Library
Brooklyn, N.Y.

NORTH CAROLINA
Duke University Library
Durham, N.C.

University of North Carolina
Chapel Hill, N.C.

North Carolina State College
D.H. Hill Library
Raleigh, N.C.

CHIO
Ohio State University Libraries
1858 Neil Avenue
Columbus, Ohio

Kent State University Library
Kent, Ohio

Miami University Library
Oxford, Ohio

OKLAHOMA
Oklahoma State Library
109 State Capitol
Oklahoma City, Okla.

Oklahoma State University
Library
Stillwater, Okla.

Central State College Library
Edmond, Okla.

OREGON
University of Oregon Library
Eugene, Oreg.

PENNSYLVANIA
Lehigh University Library
Bethlehem, Pa.

The Pennsylvania State Library
Box 1601, Harrisburg, Pa.

Free Library of Philadelphia
Philadelphia, Pa.

American Institute for Research
410 Amberson Avenue
Pittsburgh, Pa.

Pennsylvania State University
Library
University Park, Pa.

Carnegie Library of Pittsburgh
Pittsburgh, Pa.

RHODE ISLAND
Brown University Library
Documents Division
Providence, R.I.

TENNESSEE
University of Tennessee Library
Documents Librarian
Knoxville, Tenn.

Joint University Libraries
Nashville, Tenn.

TEXAS
Dallas Public Library
Documents Librarian
Dallas, Tex.

UTAH
Brigham Young University
Documents Section
Provo, Utah

INDIANA
Indiana University Library
Bloomington, Ind.

Indiana State Library
140 North Senate Avenue
Indianapolis, Ind.

Purdue University Library
Lafayette, Ind.

Ball State Teachers College
Muncie, Ind.

Indiana State Teachers College
Terre Haute, Ind.

IOWA
State College of Iowa Library
Serials Division
Cedar Falls, Iowa

KANSAS
University of Kansas Library
Lawrence, Kans.

Kansas State University
Library
Manhattan, Kans.

MAINE
Raymond H. Fogler Library
University of Maine
Orono, Maine

MARYLAND
University of Maryland Library
College Park, Md.

Enoch Pratt Free Library
Baltimore, Md.

Johns Hopkins University
Library
Baltimore, Md.

MASSACHUSETTS
Lesley College Library
Cambridge, Mass.

MICHIGAN
University of Michigan Library
Ann Arbor, Mich.

Detroit Public Library
5201 Woodward Avenue
Detroit, Mich.

Wayne State University Library
Detroit, Mich.

Michigan State University
East Lansing, Mich.

Eastern Michigan University
Ypsilanti, Mich.

MINNESOTA
University of Minnesota Library
Minneapolis, Minn.

MISSISSIPPI
Mississippi State University
Library
State College, Miss.

Mississippi Southern College
Library
P.O. Box 53, Station A
Hattiesburg, Miss.

MISSOURI
University of Missouri Library
Columbia, Mo.

Kansas City Public Library
Ninth and Locust Streets
Kansas City, Mo.

NEBRASKA
University of Nebraska Library
Lincoln, Nebr.

NEW HAMPSHIRE
Dartmouth College Library
Hanover, N.H.

NEW JERSEY
Rutgers University Library
New Brunswick, N.J.

Princeton University Library
Princeton, N.J.

NEW YORK
New York State Library
Albany, N.Y.

Library Periodical Room
University of Utah
Salt Lake City, Utah

VIRGINIA
University of Virginia Library
Public Documents
Charlottesville, Va.

WASHINGTON
University of Washington
Library
Seattle, Wash.

Washington State University
Library
Pullman, Wash.

WISCONSIN
Milwaukee Public Library
814 West Wisconsin Avenue
Milwaukee, Wis.

University of Wisconsin-
Milwaukee Library
Milwaukee, Wis.

WYOMING
University of Wyoming Library
Laramie, Wyo.

Field Locations

18 Oliver Street (BES and BLS)
Boston, Massachusetts 02110

341 Ninth Avenue (BES and BLS)
New York, New York 10001

301 Professional Arts Building (BES)
Chambersburg, Pennsylvania 17201

1371 Peachtree Street, N.E. (BES and BLS)
Atlanta, Georgia 30309

Engineers Building, Room 202 (BES)
Cleveland, Ohio 44114

U.S. Courthouse and Federal Office
Building (BES and BLS)
219 South Dearborn Street
Chicago, Illinois 60604

Federal Office Building (BES)
Room 2200
911 Walnut Street
Kansas City, Missouri 64106

1114 Commerce Street (BES)
Room 220
Dallas, Texas 75202

334 Equitable Building (BES)
17th and Stout Streets
Denver, Colorado 80202

450 Golden Gate Avenue (BES and BLS)
P.O. Box 36017
San Francisco, California 94102

Smith Tower Building (BES)
Room 1911
Seattle, Washington 98104

1365 Ontario Street (BLS)
Room 740
Cleveland, Ohio 44114

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